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EDUCATIONAL TELEVISION IN BRITAIN.

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THIS DOCUMENT DESCRIBES THE CURRENT EDUCATIONAL USES OF BROADCAST AND CLOSED CIRCUIT TELEVISION IN ENGLAND, WALES, SCOTLAND, AND NORTHERN IRELAND. THE CENTRE FOR EDUCATIONAL TELEVISION OVERSEAS IS DESCRIBED. TOPICS COVERED INCLUDE, UNDER THE HEADING OF BROADCAST TELEVISION--TELEVISION FOR SCHOOLS AND COLLEGES, TELEVISION IN ADULT EDUCATION, AND GENERAL PROGRAMS, AND UNDER THE HEADING OF CLOSED CIRCUIT TELEVISION--DIRECT TEACHING, TELEVISION IN SCHOOLS, AND TELEVISION IN FURTHER EDUCATION. (MS)

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Educational Television in Britain

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Educational Television in Britain

Introduction

TELEVISION as an educational aid in Britain[1] has developed considerably in the past few years.[2] At first it was used only on an open circuit; programmes for schools were broadcast by the British Broadcasting Corporation (BBC) and by the independent television companies under contract to the Independent Television Authority (ITA). This was followed by the development of closed circuit television and both types are now used in a variety of ways, each making its own particular contribution to teaching. The progress of educational television has been strongly encouraged by the growing acceptance of teaching aids for direct-teaching purposes, and not only for giving background material and general enrichment to the subjects taught in schools, colleges and universities.

[1]In this paper the terms Britain and the United Kingdom are used synonymously to mean England, Wales, Scotland and Northern Ireland. Great Britain includes only England, Wales, and Scotland.

[2]For further information on television see COI reference pamphlet RF.P. 5531/66 *Sound and Television Broadcasting in Britain* and, on education, COI reference pamphlet RF.P. 4751/66 *Education in Britain.*

Broadcast Television

In Britain, programmes broadcast by the BBC and independent companies are concerned with education in three ways: through broadcasts for schools and technical colleges; through programmes of adult education; and through programmes such as those on current affairs, science, medicine and the arts which, although they form part of the general programmes and do not specifically aim to teach, are clearly educative in content.

TELEVISION FOR SCHOOLS AND COLLEGES

Beginnings

Both the BBC and ITA began broadcasting schools' television in 1957. The BBC had considered introducing an experiment in 1951 and undertook a pilot project in 1952. In 1955 a two-year scheme of training and planning was instituted. Independent television companies also experimented with programmes for schools and in June 1957 Associated Rediffusion Ltd. began to transmit regular programmes. The BBC started its transmissions later in the same year with an experimental service of five 20–30-minute programmes a week for secondary schools. In 1960 the BBC's school television service was put on a permanent basis and by autumn 1962 there were 13 weekly programmes with 14 repeat transmissions. The number of programmes produced by the ITA companies also increased during this period. In 1959 Granada Television Network Ltd. started to produce programmes; Associated TeleVision Ltd. joined the producing companies in 1961.

Policy and Organisation

The BBC's general policy for school broadcasting and the scope and purpose of each series are laid down by the School Broadcasting Council for the United Kingdom. This is a body on which professional associations of teachers, local education authorities, the Department of Education and Science and other educational organisations are represented. The Council's staff also includes a number of full-time Education Officers, all former teachers, who visit schools to report on broadcasts. There are separate School Broadcasting Councils for Scotland and Wales.

The ITA is advised on general policy for educational programmes by its Educational Advisory Council. Detailed planning of programmes is the responsibility of two education committees, one of which is concerned with schools and the other with adult and further education. The ITA has liaison arrangements with schools similar to those of the BBC.

Consultation takes place between the BBC's School Broadcasting Council and the ITA's Educational Advisory Council and at programme staff level to prevent unnecessary duplication of material. All programmes are planned in series and each series is specially designed, in consultation with educational advisers, to meet the needs of children within a clearly defined age range.

Aims and Methods

The main emphasis of the present programme series presented by both BBC

and ITA is on supplementing and enriching the teachers' work in the classroom. Television is found to be an invaluable means of introducing complex ideas and experiences ranging far beyond the immediate everyday experiences of the children who watch it. In embodied and visible forms, many otherwise inaccessible aspects of such subjects as history, geography, music and literature can be shown, increasing both the pupils' interest and participation in the subject. The wide range of television programmes now available to secondary schools includes, as well as these subjects, science, engineering, mathematics, French, German, current affairs, simple economics, sociology, archaeology, drama, and careers, and there have been an increasing number of series in recent years for primary school children.

Direct Teaching

With the growing acceptance in British schools of a number of teaching aids which go beyond the supplementation and enrichment of normal classroom work and take over, in part, the teachers' task itself, the scope for direct teaching by broadcast television is becoming more widely recognised. Although their use is complicated by the fact that curricula are not centrally organised and some schools find it difficult to fit programmes into their particular curricula and teaching schedules, direct-teaching programmes have been introduced both by the BBC and the ITA companies. A successful experiment has been tried by the BBC, for example, in the use of the television screen to help groups of young children who were finding difficulty in learning to read; and it is increasingly being shown in practice that television in fields such as reading, mathematics, music and science can assist the teacher effectively in his most basic tasks.

Current Programmes

Television now reaches more than a third (some 14,000) of all schools in Britain. Between them, the BBC and ITA broadcast about 80 programmes each week, nearly all programmes being transmitted more than once to facilitate their inclusion in the school timetable. During the school year 1965–66 the BBC broadcast 15 weekly programmes for schools throughout Britain, each programme being repeated during the same week. Two programmes for technical colleges (one on contemporary history, the other dealing with elementary sociology) were also broadcast with several repeats; and the Scottish and Welsh regions of the BBC each produced one programme weekly, catering for the special needs of schools in their areas.

During the same school year the ITA broadcast each term 13 series of weekly programmes, many of which were repeated, produced by the three main independent television companies (Rediffusion Television Ltd., Granada and Associated Television) and networked nationally. In addition, local series of programmes were produced by three of the regional companies (Scottish Television Ltd., Grampian Television Ltd. and Ulster Television Ltd.).

Strong emphasis was given to science and mathematics in the BBC's programmes, and in 1965–66 schools were offered six series of science programmes, including science for young school-leavers not working for examinations, and science for arts specialists; and in mathematics, three series. Some of the independent television companies' series have also been directed at the young school-leaver and their programmes for primary schools have increased in number.

Both the BBC and ITA send out annual programme timetables in advance, so that head teachers can take the television programmes into account when preparing their own school timetables, and both prepare notes for each programme series for teachers and pupils.

In order to co-ordinate programmes between the different independent television

companies, an Independent Television Education Secretariat has been set up to deal on their behalf with the publication and distribution of programme literature. It also collects and maintains up-to-date statistical records of viewing schools and has charge of a reference library of films and telerecordings for demonstration purposes.

TELEVISION IN ADULT EDUCATION

Beginnings

Education programmes for adults were first broadcast on television by both the BBC and ITA as a regular provision in 1963. This followed the Government's announcement in 1962, following the report of the government-appointed Committee on Broadcasting (The Pilkington Report),[1] that additional hours of broadcasting for adult education could be authorised under a formula to be agreed by the BBC, ITA and educational authorities. The formula finally agreed upon was one which would 'help viewers towards a progressive mastery or understanding of some skill or body of knowledge'. The BBC's Further Education Advisory Council (superseding the former Adult Education Liaison Committee) was set up in 1965 to advise the Corporation on adult education. It is composed of representatives of most bodies active in further education and has three programme committees on, respectively, higher education, liberal education and vocational subjects. In 1963 the ITA set up an Adult Education Committee which was absorbed into the Educational Advisory Council, established in 1964 in accordance with the provision of the Television Act of that year. The committee is representative both of organisations concerned with liberal and adult education and those concerned with further education and technical education. Several members serve on both the BBC and ITA committees, which have at the present time the same chairman.

Programmes

Both broadcasting authorities transmit educational programmes for adults on Saturday and Sunday mornings and late in the evening during the week. The ITA also shows series early on Saturday afternoons, and the BBC broadcasts them at a peak viewing time in the early evening on its second channel, BBC 2.

These series are designed to meet the needs of people who want a service of facts, skills and ideas in great variety. Both the BBC and ITA run programmes designed as a response to family interests—'Master Driving', 'Having a Baby', 'Running a Home' (BBC), 'The Grammar of Cookery', 'First-Aid' and 'The Grammar of Do-It-Yourself' (ITA). They also both provide popular series to help viewers to master a foreign language—for example, the BBC German series 'Komm Mit' and a French series 'Bonjour Française' and ITA's 'Say it in Russian' produced by Tyne-Tees Television and prepared by the Russian and Education Departments of Durham University, which was the first televised series of programmes in elementary Russian.

The use of television courses designed specifically to provide vocational training and retraining and in some cases to lead to the acquisition of examination qualifications is a field which is continually explored by both BBC and ITA. Scottish Television produces a refresher course for doctors in association with the Universities of Glasgow and Newcastle and the BBC 2 education series have included 'Working With a Computer' and a series on industrial relations.

Organised Viewing

In some areas, special arrangements are made by adult education organisations,

[1] *Report of the Committee on Broadcasting 1960*, Cmnd. 1783, HMSO, 1962, 18s.

including evening institutes and university extra-mural departments for example, to form viewing and discussion groups. A series on business management shown on BBC 2 was widely viewed by groups in colleges of further education, and another series 'Growth and Play', which discussed the growth and development of young children, was watched by 60 organised groups. In some cases organised viewing is followed up by short residential courses at adult education colleges. By the autumn of 1966 the number of groups had risen to about 1,500—an increase of 500 per cent in three years.

University of the Air

These developments in educational television and organised viewing, together with current experiments in linking television series with correspondence courses run by other recognised institutions of adult education, such as the National Extension College, are relevant to the proposed 'University of the Air' or 'Open University' as it is now being called. Other related projects have included the East Anglia 'Dawn University' service in which a week of university lectures at undergraduate level produced by Anglia Television was broadcast by independent television over the whole of the United Kingdom before breakfast; and the lectures on practical economics given on Sundays in 1964 in the Midlands region of independent television (organised by Nottingham University) and linked with a correspondence course in which some 1,250 students participated.

The Government's proposals for the establishment of a University of the Air were set out in a White Paper[1] published in 1966. The university would offer degree courses and operate from an administrative centre of its own. It would be an 'open' university (open to anyone on payment of a registration fee with no demand for formal entrance requirements) offering degree, refresher and similar courses in a combination of television, radio, correspondence courses and programmed instruction together with tutorials and discussions at community viewing or study centres. The proposals are under discussion between the Government and the interested organisations.

GENERAL PROGRAMMES

The Royal Charter under which the BBC operates defines the purposes of the broadcasting services as the dissemination of information, education and entertainment. From the first the BBC has fulfilled its commitments to the first two of these purposes by devoting a sizeable proportion of its general television output to serious ends. With the opening of BBC 2 in April 1964 (following the report of the Pilkington Committee) the amount of viewing time devoted to generally educative and informative programmes has increased considerably. Programmes of this kind include those on political, social and industrial matters of importance both at home and abroad; those which try to inform the layman about current research and advances in the sciences; and those designed to spread an appreciation of the arts and to create an informed society.

Serious programmes on Independent Television represented about 40 per cent of the viewing time in 1966. A provision in the Television Act 1954, which established the ITA, required that a 'proper balance' should be maintained in the subject matter of independent television programmes and, following recommendations made in the Pilkington Report, the Television Act 1964 gave the ITA more effective control over the content and quality of independent television programmes and their selection for showing on the national network. The body of serious programmes now shown comprises news programmes, talks, discussions, features and documentaries; also religious programmes and informative children's programmes of various kinds.

[1] *A University of the Air*, Cmnd. 2922, HMSO, 1966, 9d.

Closed Circuit Television

A MORE recent development in educational television in Britain has been the increasing use of closed circuit television for teaching at almost all levels. It was estimated that in 1966 closed circuit television was in use in 28 universities, in more than 30 technical colleges and in 20 teacher-training establishments.

CLOSED CIRCUIT TELEVISION AND DIRECT TEACHING

This increasing acceptance of closed circuit television as a teaching aid is part of the move towards direct-teaching aids which has also made its mark in broadcast educational television. Closed circuit television is, in fact, a far more flexible direct-teaching method than broadcast television as the programmes are produced by or in co-operation with the school, institution or educational group whose students see the programmes. The source and the audience are much closer together and programmes can be integrated into courses much more accurately and efficiently when only one curriculum has to be considered.

The technique required for teaching on television is, however, different from teaching 'live' in front of a class, and courses for training teachers in television techniques have been started, and more are planned. One course was given in May 1966 at the Television Centre of Leeds University (see p. 8), and the Inner London Education Authority which proposes to open a large closed circuit television system in 1968 (see p. 7) is planning intensive courses at various levels to familiarise teachers with television techniques.

Closed circuit television is used for teaching overflow and combined classes, releasing teachers who would normally be involved in repeating the same basic information to a number of classes by reaching several classes at the same time and enabling them to undertake more specialised work with smaller groups of pupils. It is also used, particularly in scientific study and in medicine, as a magnifying and measuring device, as a microscope to illustrate tiny details or as a periscope to make visible objects of study in otherwise inaccessible or dangerous places, or those at a distance. In clinical medicine and surgery it helps to lower the risk of infection by enabling operations to be viewed from outside the operating theatre. The introduction of colour in the future will increase its use in such subjects as physiology and pharmacology. A further application of closed circuit television is as a relatively unobtrusive observer—for example, of human and animal behaviour in the study of psychology and psychiatry.

Recording on video tape greatly extends the uses of closed circuit television enabling lectures and lessons to be repeated on other occasions.

CLOSED CIRCUIT TELEVISION IN SCHOOLS

The closed circuit television systems at present operating in schools in Britain can be roughly divided into the large-scale systems which link up a number of schools in one area, and small systems used in only one school. Because of the relatively high cost and complexity of installing systems in single schools, however, the linking systems are developing rather more rapidly.

Large-scale Systems

The first local education authority television service in Britain was opened in Glasgow in September 1965. It works on a two-channel cable system and serves some 315 schools and colleges of further education. The two main objectives of the service are: to complement basic teaching through direct-teaching programmes geared in content and pace to school curricula; and to provide continuing in-service training of teachers in the rapidly changing content and methods of many curricula subjects. From the start it was planned as an educational television service 'for teachers, by teachers'.

Although few of the ten staff at the new educational television centre in Glasgow had any previous experience of television production and presentation when it was opened, their training has been both general and specific, and the programmes have achieved a high degree of polish and professionalism. Teachers have been used and trained as scriptwriters from the very beginning and teacher panels for the subjects taught on the television system were set up in the early stages of the project: the mathematics and French panels were set up in late 1964 and since then five others have been created for sixth-form science, social studies, cuisenaire arithmetic,[1] health and religious education.

The service began with three weekly mathematics lessons for secondary pupils, and three weekly spoken French lessons for primary schools. Other programmes in the session 1965–66 included lunch-hour talks for teachers, an in-service training course on cuisenaire arithmetic and a screening (after school hours) of the next week's mathematics programmes.

Since the opening of the Glasgow service several other schemes have been planned. Plymouth has a closed circuit television service, and local authorities in Liverpool, Hull and the London borough of Hillingdon have schemes for their areas under consideration. The most striking of these is the Inner London Education Authority's (ILEA) plan to link 1,300 educational institutions in a closed circuit television system. The ILEA plans to operate the system (which will probably be the world's biggest closed circuit television education network) from a television centre in Islington, London N.1, and the first experimental programmes will be transmitted to schools in north-east London in September 1968. If all goes well, the full scheme will be launched a year later.

Closed Circuit Television in Single Schools

A few schools have closed circuit television systems of their own, mainly installed as pilot experimental projects. They include a girls' comprehensive school, which has a cable link with a nearby college of education for teacher-training purposes, and Eton College. The systems are used for such subjects as geography, mathematics, science, pottery, dressmaking and English and in physics and chemistry for enlargement and demonstrating measurement. In the girls' school the teacher is televised from a separate studio and there are five television teaching rooms equipped with speak-back facilities which enable the pupils to ask questions which can be heard in the studio and in the other television teaching rooms.

In 1966 it was announced that a secondary modern school in Preston, Lancashire, is to have a closed circuit television system (jointly financed by the Lancashire County Council Education Committee and Granada Television) which will consist of a central studio and control room and five classrooms and two assembly rooms equipped with receivers, and will also be used for teacher-training observation.

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[1]Cuisenaire arithmetic is a system of teaching arithmetic based on the use of rods of various lengths and colours as arithmetical units, each with a different value.

CLOSED CIRCUIT TELEVISION IN FURTHER EDUCATION

The Brynmor Jones Report

The use of closed circuit television in higher education was surveyed in a report, *Audio-Visual Aids in Higher Scientific Education* (HMSO, 11s.), published in October 1965. The report contained the recommendations of a committee set up in 1963 under the chairmanship of Dr. Brynmor Jones, Vice-Chancellor of the University of Hull, and said of closed circuit television that the highest percentage of users was in universities, by departments of engineering and technology, closely followed by departments of medicine, surgery and dentistry. Among the many advantages of closed circuit television enumerated by the report are the economy of staff and of demonstration materials, and the possibilities for a more stimulating presentation of lectures and demonstrations.

University Television Services

By 1966, over two-thirds of the universities in Britain were actually using closed circuit television and, of the remainder, almost all had plans for its early installation.

Leeds and Strathclyde were the first two universities in Britain to set up university television services as opposed to closed circuit television systems for use in specific departments. In both cases the projects began as simple departmental systems, but have undergone radical changes in concept to become comprehensive all-purpose systems, serving several faculties in a number of different ways.

At Strathclyde University in Glasgow the closed circuit television service has been in use since 1964. It consists of a central studio (set up at a cost of £32,000) which transmits to three lecture theatres on 13 monitor sets. Between 300 and 400 students can watch at the same time.

The University Television Service at Leeds began as a departmental aid in such subjects as medicine and metallurgy and developed rapidly when the School of English set up a small television studio to be used for training in television techniques as part of the diploma course for postgraduates studying the teaching of English as a second language. During 1964 a series of investigations into the possibilities of language-teaching through television was conducted in the studio and the University Grants Committee offered a special grant to the university of £50,000, plus £6,000 a year for three years towards running costs. This enabled a full-time professional director of the University Television Service to be appointed. He now has a staff of 12 and the studio is equipped with the latest television equipment. The primary aim of the Leeds centre is to work out an entirely new kind of visual presentation and it is hoped that by 1970 over a third of the undergraduates at Leeds will use television for part of their course.

Several other universities have the nucleus of a television centre and about 30 universities are planning to have either a central television service or an audio-visual aids centre on similar lines to those recommended by the Brynmor Jones Report which would cover all modern media including television. The first of these centres, the Centre for Academic Services, was opened at the University of Sussex in 1966. It provides a centralised service system with responsibility for television, film, programmed learning, language and other sound recordings and associated academic services and will act as a prototype for similar centres throughout the country.

University Television Links

The practicality and value of television links between universities for exchanging and recording lectures has been widely discussed in recent years following the

establishment of closed circuit television systems in an increasing number of universities. Since the success of the 'Dawn University Venture' (see p. 5) the Universities of London, Cambridge, Hull, Essex and East Anglia have set up a research unit, financed by a £6,500 grant from the Gulbenkian Foundation, to consider the possibilities of a television link between them. This group has since been joined by the Universities of Sussex, Leeds, Glasgow and Strathclyde in an inter-university working party, studying the future of television in the universities. Plans for a link between the Universities of Leeds, Sheffield, York and Bradford are also under discussion.

Closed Circuit Television in Colleges

Closed circuit television is also in use in other types of further education establishments such as technical colleges and colleges of education. It has been installed in over 30 technical colleges including three ILEA colleges—the Central School of Arts and Crafts, Paddington Technical College and the London College of Printing—all of which will be absorbed into the proposed ILEA network when it opens in 1968–70.

An increasing number of colleges of education are considering equipping themselves with closed circuit television, following an experimental period during which 11 colleges, at the invitation of the Department of Education and Science, have explored its application to teacher training. In addition to the purposes for which it is used in other educational institutions, colleges of education employ closed circuit television in the observation of school teaching, whether by means of direct transmission from schools, or of video-recording, or by bringing children into a college studio. As a normal part of their training, students are called upon to watch classes, both for children's reactions and to see teaching techniques in action. The advantages of using closed circuit television are that the camera tends to have a less disturbing effect in the classroom than a number of observers in person, that many more students can observe one class simultaneously, and that their attention can be directed by a lecturer watching with them. Other advantages are that recording a lesson given by a student on video tape enables him to see and correct his faults and mannerisms; and teachers who during their training have become familiar with the medium may later have opportunities to make use of it in schools which have installed it as part of their teaching equipment.

Educational Television for Overseas

CENTRE FOR EDUCATIONAL TELEVISION OVERSEAS

The Centre for Educational Television Overseas (CETO) was established in 1962 as a charitable company to assist the advancement of education of adults and children in developing countries through the use of television. The principal donors of its funds are the Nuffield Foundation, the independent television companies in Britain, the British Government and the Ford Foundation. The BBC provides facilities including free use of studios and programme material. CETO holds training courses twice a year in London, and overseas when the necessary facilities can be provided. It has a team of producers who serve overseas on request and has devised 'programme kits' containing all the elements of a studio production—scripts, film sequences, still photographs, diagrams, models and captions—on geography, scientific subjects, the English language and social education. CETO's information division publishes a quarterly magazine, *CETO News*, which circulates free of charge to those concerned with educational television in 125 countries.

While CETO's scope is world wide, about half of its trainees so far have come from other Commonwealth countries. The centre takes about 30 overseas students a year, mostly experienced teachers who will fill responsible posts in the production or administration of educational television programmes in their own countries. In 1966 it was announced that the Ministry of Overseas Development will increase its annual grants to CETO from £40,000 to £70,000 beginning in 1967–68.

THE BRITISH COUNCIL

The British Council is increasingly involved in educational television for schools overseas. Council officers trained in television production techniques work in eight overseas countries scripting and producing programmes designed to fit in with the local school curriculum.

In addition the council has, in co-operation with the BBC, produced three series of films for the teaching of English and a further series for teacher training.

THE THOMSON FOUNDATION

The Thomson Foundation has established a Television College at Newton Mearns, Renfrewshire, near Glasgow in Scotland, to teach television techniques to students from developing countries. The college, which opened in 1964, has its own technical area, studio and small full-time lecturing staff, supplemented by lecturers from the BBC and Independent Television, the British Commonwealth News Film Agency, the Overseas Visual Aids Centre and CETO. The courses offered cover both technical and administrative aspects of educational television and the places are open to personnel of projected or newly established television stations.

Appendix

LIST OF ORGANISATIONS

Government Departments and Official Bodies

Department of Education and Science, Curzon Street, London W1.
Scottish Education Department, St. Andrew's House, Edinburgh 1.
Ministry of Education, Northern Ireland, Dundonald House, Belfast 4.
Ministry of Overseas Development, Eland House, Stag Place, Victoria Street, London SW1.
University Grants Committee, 14 Park Crescent, London W1.
British Council, 65 Davies Street, London W1.

Broadcasting Authorities

British Broadcasting Corporation, Broadcasting House, Portland Place, London W1.
Independent Television Authority, 70 Brompton Road, London SW3.

Other Organisations

Centre for Educational Television Overseas, Nuffield Lodge, Regent's Park, London NW1.
National Committee for Audio-Visual Aids in Education, 33 Queen Anne Street, London W1.
National Extension College, Shaftesbury Road, Cambridge.
Thomson Foundation Television College, Newton Mearns, Renfrewshire.

Short Reading List

Acts and Reports

Television Act 1954.	*HMSO*	1954	9d.
Television Act 1964.	*HMSO*	1964	2s. 6d.
Report of the Committee on Broadcasting 1960 [Pilkington Report]. Cmnd. 1783	*HMSO*	1962	18s. 0d.
Audio-Visual Aids in Higher Scientific Education (Brynmor Jones Report).	*HMSO*	1965	11s. 0d.
A University of the Air. Cmnd. 2922.	*HMSO*	1966	9d.

Other Publications

BBC Handbook 1966.	*BBC*	1966	7s. 6d.
ITV 1966.	*ITA*	1966	7s. 6d.
Educational Television and Radio in Britain.	*BBC*	1966	21s. 0d.
Education in Britain. COI reference pamphlet RF.P. 4751/66.	*HMSO*		9s. 0d.*
Sound and Television Broadcasting in Britain. COI reference pamphlet RF.P. 5531/66.	*HMSO*		5s. 0d.*

*Available free of charge from British Information Offices overseas.